

Thomas Calton Creche

Southwark Adult Education Service, Alpha Street, Peckham SE15 4NX



Inspection date	14 February 2019
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely happy and content. They form strong bonds with staff and settle into the calm and nurturing environment exceptionally well. Staff are very positive role models. They frequently praise and encourage children for their efforts and achievements. Children are extremely polite and behave impeccably.
- The quality of teaching is strong, and staff are responsive to children's individual needs. Staff have good knowledge of how children learn, and express the importance of high levels of self-esteem and emotional well-being for children to flourish. Children make good progress in relation to their starting points.
- Partnerships with parents are excellent. Staff keep parents informed about their children's progress and regularly listen to and value their views. Parents express high levels of satisfaction and appreciation, and state that their children love attending the creche.
- Staff are very motivated, committed and work well together as a team. They understand their roles and responsibilities, and regularly engage in ongoing professional development to help refresh and update their knowledge and skills.
- The well-planned space and resources, both inside and outside, create a highly enabling environment. Children show good levels of independence and enjoy making their own choices about their play.
- Staff performance management and monitoring of children's assessment are not sharply focused to raise outcomes for children to the highest level.
- On occasions, staff do not make full use of opportunities to extend and develop children's early writing skills.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on existing systems for evaluating staff performance and assessing children's progress, to raise standards for children to the highest level
- extend the range of opportunities for children to explore and develop their early writing skills.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors. She spoke to the staff and children at appropriate times throughout the inspection.
- The inspector evaluated an activity with the manager.
- The inspector spoke to several parents and took their views and experiences into consideration.
- The inspector looked at a variety of documentation, including children's observation and assessment records and the setting's self-evaluation.
- The inspector held a meeting with the manager and senior leadership team to discuss the safeguarding and welfare requirements and other aspects of the provision.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of leadership and management is good

The experienced and well-qualified team has high expectations for all children and families. The dedicated manager frequently seeks the views of parents, children and staff members to identify areas for future development. Safeguarding is effective. Staff are confident about the procedures to follow if they have any concerns about a child's welfare. Children's safety is given high priority and staff conduct thorough risk assessments to help keep children safe. The leadership team implements strong recruitment and vetting procedures to help ensure that staff are suitable for their roles. The manager uses supervision meetings to identify staff training needs and to monitor their practice. Staff regularly observe and assess children's development and use information to plan a range of stimulating activities to help close any gaps in children's learning. The manager is keen to build on relationships with other settings that children attend.

Quality of teaching, learning and assessment is good

Staff plan a wide range of exciting and challenging activities and are skilled at supporting children's learning through experiences that recognise their individual learning styles. Staff support children's language and communication skills effectively. This is evident when they introduce new words and descriptive language as children explore cornflour play. Children have good opportunities to learn about mathematics. For instance, children enjoy counting ducks and making comparisons during water play and exploring shapes, colours and sizes when reading books. Children use their imagination well. They demonstrate this when engaging in role play and pretending to make lunch for each other. Children who speak English as an additional language are supported extremely well. This is illustrated when staff ask parents to teach them to say some words in the child's home language and provide visual aids to support their learning.

Personal development, behaviour and welfare are outstanding

Children build extremely warm and trusting relationships with staff and each other. Staff show high levels of respect for children and value their views and ideas. For instance, staff engage children in meaningful conversations about their feelings and about what makes them unique. Children's social skills are excellent. Young children show consideration for each other and readily share and take turns. Staff support children's healthy lifestyles successfully. This is apparent when children discuss the importance of healthy eating and create displays about nutritious foods. Children benefit immensely from daily active play and regular outings in the local community. This supports their growing knowledge of the world around them.

Outcomes for children are good

Children are inquisitive, confident and enjoy learning. They show very good levels of engagement and concentration and display a positive approach to new experiences. Many children are new and are already showing signs of making good progress from their starting points. Children recognise their own names and show good attentive listening skills when listening to stories. They acquire key skills and good attitudes to ensure they are ready for their future learning, including school when the time comes.

Setting details

Unique reference number	107420
Local authority	Southwark
Inspection number	10065909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	16
Name of registered person	London Borough of Southwark
Registered person unique reference number	RP527467
Date of previous inspection	28 April 2016
Telephone number	0207 358 2119 or 0207 525 2119

Thomas Calton Creche registered in 1995. The provision operates from the Southwark Adult Learning Centre in Peckham and primarily serves adult learners from the local community who attend courses at the centre. Subject to availability, some places are offered to children whose parents are not studying at the centre. The setting opens from 8.30am until 5.30pm, Monday to Friday, for 48 weeks of the year. It employs four members of staff, all of whom hold relevant early years qualifications at level 3. The manager holds an early years qualification at level 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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